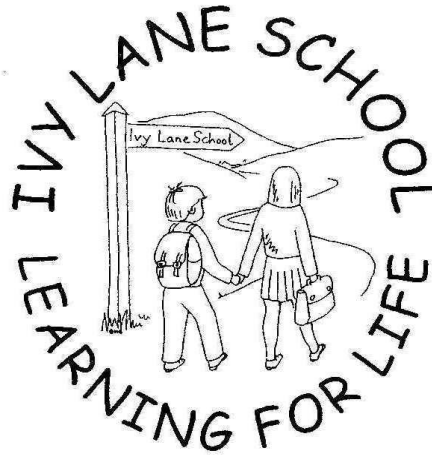


IVY LANE SCHOOL



HOME LEARNING POLICY (IVY/POL022)

| Review date | Date agreed | Next review |
|-------------|--------------|-----------------|
| June 2006 | June 2006 | Term 5 08/09 |
| May 2009 | May 2009 | Term 5 10/11 |
| Sep 2010 | Oct 2010 | Term 1 11/12 |
| Jan 2013 | Feb 2013 | Term 3 15/16 |
| Sept 2014 | October 2014 | Term 1 16/17 |
| March 2017 | March 2017 | Meeting 3 17/18 |
| Sept 2018 | Oct 2018 | Term 1 19/20 |

IVY LANE PRIMARY SCHOOL HOME LEARNING POLICY

Rationale

'A good, well-managed home learning programme helps children and young people to develop the skills and attitudes they will need for successful lifelong learning. Home learning also supports the development of independent learning skills and provides parents with an opportunity to take part in their children's education.'

'Homework: Guidelines for Primary and Secondary Schools' - DFES

Learning at home and parental support is an essential element to ensure every child reaches their potential. Regular home learning tasks are important as it gives pupils the opportunity to practice and share their learning at home, and helps the pupils work towards improving important skills. It also helps children and young people to become confident and independent in their learning, which will help throughout their time at school and in adult life.

Purpose

- To develop an effective partnership between the school and parents and other carers
- To consolidate and reinforce skills and understanding, particularly in English and Maths
- For parents to take an active role and participate regularly in their child's learning at school
- To exploit resources for learning, of all kinds, at home and in the local community
- To extend school learning, for example through additional reading and practise of spellings and maths targets
- To encourage pupils as they get older to develop the confidence and self discipline needed
- In UKS2, to encourage independent learning, and equip pupils with the skills to be successful at secondary school.

The aim of this policy is to:

- Ensure consistency of approach throughout the school
- Ensure progression towards independence and individual responsibility
- Ensure the needs of individual pupils are taken into account
- Ensure parents/guardians have a clear understanding about the expectations of them and of pupils
- Extend the range of learning experience offered to pupils
- Extend and support the learning experience through reinforcement and revision
- Provide opportunities for parents, pupils and teachers to work in partnership
- Encourage children to develop long term strategies for independent learning
- During Year 6 to prepare children for the transfer to secondary education
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Broad Guidelines

1. We believe that the DfCSF expectations for the amount of time to be spent on home learning to be a realistic guideline. These recommendations are:

| Year Group | Reading | Other (Literacy & Maths) |
|---------------|--------------------|--------------------------|
| Reception | 10 Minutes per day | 10 Minutes per week |
| Years 1 and 2 | 15 Minutes per day | 20 Minutes per week |
| Years 3 and 4 | 20 Minutes per day | 30 Minutes per week |
| Years 5 and 6 | 20 Minutes per day | 60 Minutes per week |

1. Should children fail to complete class work, in exceptional cases, they may be required to take class work home to complete, in addition to the regular home learning. It is hoped there will be parental support in such circumstances.
2. Children with identified additional needs (including children with IEP's and Gifted and Talented pupils) will receive matched tasks to support their learning. This will be facilitated by the 'pupil choice' theme learning projects sent out each new term.
3. Pupils have a 'Reading Record', which they bring home daily and a home learning book/file containing the home learning set each week. Spellings and maths targets will be sent home each Wednesday. In addition to this, at the beginning of each term a theme related home learning project will be sent home offering pupil's the opportunity to choose a project matched to their interests.
4. Home learning tasks will draw upon a variety of learning styles and may vary between written, practical, research, computer-based, big talk and discussion activities. Time will be made at the end of each term to share and celebrate the home learning projects brought in by all pupils.
5. All children are expected to complete home learning tasks, as identified in the 'Home / School Agreement'; it should enhance and reinforce learning in school. If tasks are not completed then the child will be given a verbal warning by the class teacher. Class teachers will keep a record of children's completion of tasks and this will be shared on individual pupils' Annual Report and during discussions at Parent's Evenings.
6. All KS1 children will complete home learning in pencil. KS2 children will complete maths home learning in pencil and written home learning in pencil or pen if they have achieved their pen license. All home learning is to be presented using school expectations.
7. A home learning club is run to support children who are unable to complete their home learning at home. Teachers are to choose which children attend this club.

Conclusion

The DFE guidelines for home learning in Key Stages 1 and 2 is one means of further developing the partnership between school and home. It is a basis for all children to succeed, to realise their true potential as learners, and to grow into confident adults prepared to take full advantage all learning opportunities. An effective home/school partnership is fundamental to the process. A supportive commitment from school and home for each child will ensure pupils acquire the necessary skills to be a more independent learner.

This policy is to be read in conjunction with the following documents:

Home/School Agreement [IVY/POL/065]

Reviewed by: Tracey Horan

Agreed by Staff and Governors: January 2020

Signed (Chair of Governors):

Date: